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ABSTRACT

A number of items used in the Alabama Right to Read programs are included in this document. One form is a proclamation to be used by the local education agency (LEA) for a ceremony proclaiming Right to Read Week. The 26 criteria of excellence represent the goal toward which the LEA makes a commitment and are also used as the basis for the content of the summer director's training workshop. Instruments for monitoring an on-site visit of the LEA by the state staff, evaluating the local schools by the LEA director, evaluating a Right to Read workshop consultant by the participants, and analyzing a workshop by the consultant are included. (TO)

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Whereas The United States Commissioner of Education has declared that by the end of the decade of the seventies, the right to read shall be a reality for all people;

and

Whereas Alabama has joined the right-to-read effort and addressed the challenge of bestowing the right to read upon all of its citizens;

and

Whereas The _____ under the leadership of _____ and the _____ Board of Education have committed their resources and support to the Right-to-Read thrust and have designated the current school year, 1974-75, to initiate the program in one high school and its feeder middle school and primary schools;

and

Whereas The _____ City Schools will expand and extend the Right-to-Read effort eventually into all the schools of the system through the remainder of the decade and until such time as all the children in _____ have reached the full limits of their capabilities;

and

Whereas The city of _____ and the mayor's office have long been dedicated to maintaining their best efforts for the welfare of the children of _____

Now, therefore

LET IT BE KNOWN BY ALL THOSE PRESENT AND BY THE ENTIRE COMMUNITY IN _____, ALABAMA, THAT THE WEEK OF OCTOBER THIRTEENTH-NINETEENTH, IN THIS YEAR OF OUR LORD 1974, BE HEREBY PROCLAIMED RIGHT-TO-READ WEEK.

Signed:

Mayor _____

Superintendent _____

Council Chairman _____

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ALABAMA RIGHT TO READ PROGRAM
CRITERIA FOR THE DEVELOPMENT OF
SUCCESSFUL READING PROGRAMS

ADOPTED BY RIGHT TO READ LEAs

I. ORGANIZATION AND ADMINISTRATION

A. Program

1. Each LEA teacher of reading uses a scope and sequence of learnings designed to insure the acquisition of reading skills.
2. There is coordination and articulation between all federally funded, volunteer, and other reading and language arts programs with the basic reading curriculum.
3. A continuous record keeping system of reading progress is maintained for each individual student.
4. The LEA works cooperatively with existing pre-school components to coordinate and articulate reading programs.
5. The LEA has an adult basic education reading component.
6. The LEA has a continuous educational program which includes provision for summer instruction in reading.
7. The board of education of the LEA has an incentive program for teacher staff development in reading.
8. Each school in the LEA has a media center which is operated on an open basis and is readily accessible to students and teachers.

CRITERIA FOR SUCCESS

9. The LEA has a complete testing system which includes the use of criterion-referenced measures.

B. Staff

1. The LEA varies the student/teacher ratios as necessary to meet the objectives of the reading instructional program.
2. The LEA has a continuous staff development program in reading for all teachers, administrators and supportive personnel.
3. The LEA provides training to teachers in the content areas to develop competencies which will allow them to adjust instruction to the varying reading achievement levels of their students.
4. The LEA has trained volunteer helpers in reading instruction.
5. Each school in the LEA has a media center which is staffed by professional and supportive personnel.
6. The LEA has a director of all reading activities who has the authority, responsibility and time granted by the superintendent and board of education to organize, implement and coordinate a comprehensive reading program.

C. Community Relations

1. Each LEA has a reporting system that fully, accurately and specifically communicates a student's progress in reading to parents.
2. The LEA introduces, explains and periodically reports the reading program to the school community.

CRITERIA FOR SUCCESS

3. The LEA shows willingness to share instructional methods and materials which have proved effective in reading programs.

II. INSTRUCTION

1. Teachers of reading at the junior and senior high school levels have a demonstrated knowledge of developmental reading as it relates to the reading curriculum of the LEA.
2. Provisions are made for teaching every student at his own instructional level and learning rate.
3. The teaching-learning environment is conducive to the development of positive attitudes toward reading.
4. Every teacher demonstrates a knowledge of various methods and techniques used in the teaching of reading to make provision for the differences that exist among students.

III. FACILITIES AND MATERIALS

1. Appropriate supplementary reading materials to support the basic reading curriculum are provided and utilized.
2. Materials are utilized which recognize different races, cultures and sexes.
3. A wide variety of supportive media on all levels of learning is available and readily accessible.
4. Instructional and practice reading materials are filed in a central location in each school for use by all teachers as needed.

RIGHT TO READ
EVALUATION REPORT OF COMPONENT

Date of Visit _____ SDE Staff _____

Component _____

City _____

Superintendent _____

R₂R Director _____

Number of Schools in Component	Principal
--------------------------------	-----------

Sr. High _____	_____
----------------	-------

Jr. High or Middle _____	_____
--------------------------	-------

Elementary _____	_____
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Persons Visited:

ALABAMA RIGHT TO READ PROGRAM
CRITERIA FOR THE DEVELOPMENT OF
SUCCESSFUL READING PROGRAMS

ADOPTED BY RIGHT TO READ LEA'S

Effectiveness

- 2. superior or strong
- 1. average or adequate
- 0. inferior or weak

Use one of the three symbols under "Effectiveness." Make your judgments broadly applicable to different schools.

Under the column "Not Implemented," check if no action has been taken. Comment, by check, in appropriate section.

Effectiveness

Not
Implemented

- | | | |
|-------|--|-------|
| _____ | 1. There is coordination and articulation among all federally funded, volunteer, and other reading and language arts programs with the basic reading curriculum. | _____ |
| _____ | 2. The LEA works cooperatively with existing pre-school components to coordinate and articulate reading programs. | _____ |
| _____ | 3. The LEA has an adult basic education reading component. | _____ |
| _____ | 4. The LEA has a continuous educational program which includes provision for summer instruction in reading. | _____ |
| _____ | 5. The board of education of the LEA has an incentive program for teacher staff development in reading. | _____ |
| _____ | 6. The LEA has a continuous staff development program in reading for all teachers, administrators and supportive personnel. | _____ |

Effectiveness

Not
Implemented

- | | | |
|-----|---|-------|
| 7. | The LEA has a director of all reading activities who has the authority, responsibility and time granted by the superintendent and board of education to organize, implement and coordinate a comprehensive reading program. | _____ |
| 8. | The LEA introduces, explains and periodically reports the reading program to the school community. | _____ |
| 9. | The LEA shows willingness to share instructional methods and materials which have proved effective in reading programs. | _____ |
| 10. | The entire school component is aware of the purpose and procedures of the Right to Read effort. | _____ |
| 11. | Provision has been made for the total component participation. | _____ |
| 12. | Elements of the private sector - business, industry, community, civic organizations, private and professional organizations, are giving support to the program. | _____ |
| 13. | The total program is designed to accomplish the local and state objectives. | _____ |
| 14. | The planning includes a systematic and comprehensive assessment of educational needs. | _____ |
| 15. | The objectives of the program are incorporated into the thinking and practices of all staff members. | _____ |
| 16. | The staff development is based upon the assessed needs and relative to the objectives of the program. | _____ |
| 17. | There is an advisory commission of appropriate individuals. | _____ |

Effectiveness

Not
Implemented

- | | | |
|-----------------------------|--|-----------------------------|
| <u> </u> | 18. Advisory commission meetings are held on a regular basis. | <u> </u> |
| <u> </u> | 19. There is a task force composed of appropriate individuals. | <u> </u> |
| <u> </u> | 20. Task force meetings are held on a regular basis. | <u> </u> |

Comments:

EVALUATION OF TECHNICAL ASSISTANCE PROVIDED
TO LOCAL SCHOOL SYSTEMS
BY ALABAMA RIGHT TO READ

EVALUATION OF CONSULTANT

Respond to the following questions by placing the appropriate number according to the scale below.

1. Superior or strong
2. Average or adequate
3. Inferior or weak

1. Did the consultant identify specific objectives to be accomplished during the workshop? _____
2. Did the consultant seem adequately prepared? _____
3. Did the consultant involve the teachers in some form of active participation? _____
4. Were the activities directly related to the objectives? _____
5. Were there opportunities to ask questions? _____
6. Were the objectives of the workshop accomplished? _____
7. Did you gain knowledge or ideas that can be used in your classroom? _____
8. Some of the things I may do in my classroom as a result of this workshop are:

Name: _____ School System: _____

COMMENTS:

RIGHT TO READ
MONITORING AND REVIEW INSTRUMENT

Date of Visit _____

System _____ City _____

SCHOOL _____

Director _____

Principal _____

Number of Teachers

Grade Levels

Persons Visited:

ALABAMA RIGHT TO READ PROGRAM
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ADOPTED BY RIGHT TO READ LEA'S

Effectiveness

- 2. superior or strong
- 1. average or adequate
- 0. inferior or weak

Use one of the three symbols under "Effectiveness." Make your judgments broadly applicable to different schools.

Under the column "Not Implemented," check if no action has been taken. Comment, by check, in appropriate section.

<u>Effectiveness</u>		<u>Not Implemented</u>
_____	1. Each LEA teacher of reading uses a scope and sequence of learnings designed to insure the acquisition of reading skills.	_____
_____	2. A continuous record-keeping system of reading progress is maintained for each individual student.	_____
_____	3. Each school in the LEA has a media center which is operated on an open basis and is readily accessible to students and teachers.	_____
_____	4. The LEA has a complete testing system which includes the use of criterion-referenced measures.	_____
_____	5. The LEA varies the student/teacher ratios as necessary to meet the objectives of the reading instructional program.	_____
_____	6. The LEA provides training to teachers in the content areas to develop competencies which will allow them to adjust instruction to the varying reading achievement levels of their students.	_____

Effectiveness

Not
Implemented

7. The LEA has trained volunteer helpers in reading instruction.
8. Each school in the LEA has a media center which is staffed by professional and supportive personnel.
9. Each LEA has a reporting system that fully, accurately and specifically communicates a student's progress in reading to parents.
10. Teachers of reading at the junior and senior high school levels have a demonstrated knowledge of developmental reading as it relates to the reading curriculum of the LEA.
11. Provisions are made for teaching every student at his own instructional level and learning rate.
12. The teaching-learning environment is conducive to the development of positive attitudes toward reading.
13. Every teacher demonstrates a knowledge of various methods and techniques used in the teaching of reading to make provision for the differences that exist among students.
14. Appropriate supplementary reading materials to support the basic reading curriculum are provided and utilized.
15. Materials are utilized which recognize different races, cultures and sexes.
16. A wide variety of supportive media on all levels of learning is available and readily accessible.

Effectiveness

Not
Implemented

17. Instructional and practice
reading materials are filed in
a central location in each school
for use by all teachers as needed.

Comments:

EVALUATION OF TECHNICAL ASSISTANCE PROVIDED
TO LOCAL SCHOOL SYSTEMS
BY ALABAMA RIGHT TO READ

CONSULTANT'S EVALUATION

Respond to the following questions by placing the appropriate number according to the scale below.

1. Superior or strong
2. Average or adequate
3. Inferior or weak

1. Did you have advance knowledge of the workshop goals? _____
2. Did you set specific objectives to accomplish the goals? _____
3. Did you receive adequate information from the local Right to Read director about the group with whom you worked prior to the meeting? _____
4. Did participants know objectives of workshop prior to your presentation? _____
5. If not, did you or a group leader discuss the objectives? _____
6. Did you discuss with the Right to Read director ways he/she could provide follow-up? _____
7. Do you consider the workshop successful as related to teacher interest and participation? _____
8. Were the objectives set forth for the workshop accomplished? _____

COMMENTS: